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ABSTRACT

The research paper teaches college students how to use basic research skills that are needed for gathering information and writing papers in a variety of courses as well as methods used for lifelong learning, both on and off the job. The last decade of technological development has resulted in new choices in resources for research, particularly electronic databases and Web-based information. These changes have prompted the need to update this Guide (the original was published in 1986), which is designed for writers and researchers (including college students) who are using either print or electronic resources and need to document those resources. The guidelines and recommendations of major authorities in research have been integrated in this updated Guide. The Guide is divided into the following parts: (1) Introduction to Writing Research Papers; (2) Writing the Text of the Research Paper; (3) Resources for Research; (4) Evaluation and Selection of Resources; (5) Giving Credit to Avoid Plagiarism; (6) Documenting a Paper: When and How; (7) Evaluation Checklist for Final Copy; (8) American Psychological Association (APA) Style; (9) Council of Biology Editors (CBE) Style; and (10) Modern Language Association (MLA) Style. (Contains 28 references. An appendix describes 2 kinds of abstracts and annotated bibliographies, and presents an example of an annotation.) (NKA)

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The New Guide to WRITING RESEARCH PAPERS

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The New Guide to Writing Research Papers is a result of the generous support of the Gleason Foundation and the efforts of English professors Stasia Callan and Carolyn Wendell and reference librarian Ann P. Penwarden.

The last decade of technological development has resulted in new choices in resources for research, particularly electronic databases and web-based information. These changes have prompted the need to update this Guide, which is designed for writers and researchers who are using either print or electronic resources and need to document those resources.

The writers of the New Guide have integrated the guidelines and recommendations of major authorities in research, namely the American Psychological Association, the Council of Biology Editors and the Modern Language Association.

I encourage the users of this Guide to offer input or recommendations for changes or additions to the guide by contacting any of the authors.

Use and enjoy this Guide and be informed!

Peter D. Genovese
Director, ETS Libraries
September 9, 1999

P.S. For the latest updates to the New Guide, check the MCC web site at www.monroecc.edu.

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Richard D. Squires, Collection Development Librarian, designed the electronic version of the New Guide. It can be accessed through the MCC web site: www.monroecc.edu.

Ellen Z. Gozik, Coordinator, Graphic Services, designed the print version.

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Preface

Acknowledgements

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PART A

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I. INTRODUCTION TO WRITING RESEARCH PAPERS

The research paper is an essential part of college education. From it, you learn the basic research skills that you will need for gathering information and writing papers in a variety of courses as well as methods used for life-long learning, both on the job and off. In nearly every job, you will be asked to write reports and document your work. The research paper is an exercise that will help you develop these skills.

Research is a hands-on experience in locating and processing new information, a process that has become increasingly complex and involved with the explosion of electronic sources in the last few years. The purpose of research is not to present a collection of quotations that show how you can report what others have said, but rather to analyze, evaluate and synthesize the issues you research and take ownership of the newly-found knowledge that will inform and support your opinions. The latter is a mark of an educated person (Hacker 51).

A research paper requires extra time and energy, so plan accordingly. The process begins with your selection of a topic suitable for your purpose or course. The topic should lead you to new ideas that will enable you to formulate theories or find answers to questions. Your instructor will guide you in topic selection and the style of documentation appropriate for a given discipline, subject or field of study.

There are three basic documentation styles: the oldest, footnote or endnote; the parenthetical citation; and the scientific numbering system. Each requires a list of sources at the end of the researched work. This New Guide concentrates on the parenthetical citation as the most modern and commonly used at the undergraduate level.

Except where the New Guide shows specific examples, it uses the Modern Language Association (MLA) style for in-text citation.

In writing your research paper, you will draw heavily on what you have learned about writing essays. Your paper will have to have a defined audience, a clear purpose, and a developed, well-supported thesis. As with other essays, you will write your first draft, which you will most likely revise more than once. Then you will proofread, edit, and prepare a final copy. Your research paper probably will be longer than your other essays. It will have to be sufficiently and correctly documented, showing the reader the sources of support used in it.

II. WRITING THE TEXT OF THE RESEARCH PAPER

ABOUT COHERENCE AND UNITY

Since research papers are largely based on ideas taken from many sources, it is easy to generate incoherent, disunified writing when putting these ideas together. As your paper is beginning to take shape, revise it carefully for both coherence and unity.

When something coheres, it fits together, makes sense and flows smoothly. To create coherence in your writing, have a clear and well-defined topic in mind. As you generate or gather thoughts on your topic, use transitional words and phrases, such as "also," "however," "therefore," "consequently," "this example," "those studies," "in addition," etc. You may also repeat key words, and sentence structures, or create context links so that each new paragraph is clearly related to the one before it, or use your own ingenuity in consciously creating transitions that make your writing flow.

When something is unified, it means that each part is necessary to complete the whole. In a unified paragraph, all sentences relate to the topic sentence by supporting it with details. In your research paper, each piece of information adds to the wholeness of your theory. When revising your paper for unity, eliminate all sentences or parts that stray from your purpose or thesis.

ABOUT PRIMARY AND SECONDARY SOURCES

Once you have selected your topic, you need to decide what kinds of resources will provide you with suitable information. For example, when writing a critical essay on a short story or a scientific theory, you will need the story or the scientific theory itself (primary sources), from which you will cite and give examples. You will also need secondary sources that review and criticize the story or scientific theory.

Primary Sources

Primary sources are "original materials, which have not been filtered through interpretation . . . or evaluation by a second party" (Katz 18). They are firsthand writings, such as people's letters, case studies, journals, poems, novels, speeches, government documents, news reports, patents or dissertations. Notes on your own experiments, observations, fieldnotes, interviews, surveys, and your own perceptions of art, architecture, literature, performances or programs are also primary sources.

Secondary Sources

Secondary sources give information about primary sources. They interpret, summarize, modify, select or rearrange the primary content for a purpose or an audience. They are reviews, discussions, annotated bibliographies, critical studies or analyses of works or artistic events (Raimes 52). Typical secondary sources in sciences are review articles, "critical evaluations of material that has already been published" (American Psychological Association 5). Sometimes primary and secondary sources are combined. A journal article may contain original thinking on a discovery or experiment, but it may also include

secondary materials that help to support its validity (Katz 18). As a researcher, you need to see the difference between them.

ABOUT DOCUMENTATION STYLES

Most college writing draws on previous research and printed materials, although some of your assignments in various courses may be based on personal experiences, impressions, and responses. Advanced writing projects will require you to gather, evaluate and use the work of others. To document or give credit for ideas taken from someone else's research, you must use a style of documentation that is appropriate for your course.

There are many documentation styles in the English-speaking world. Some are general, such as the Macmillan Company of Canada: Editorial Style Manual, by Beverly Beetham, or the Style Manual for Writing and Typing of Scholarly Works and Research Papers, by York Press (Howell 2, 21). Others are subject-specific such as Report Writing for Business, by Raymond Lesikar, or, for law, the Uniform System of Citation (also called Harvard Blue Book), by Harvard Law Review Association. For journalism, there is the Associated Press (AP) Stylebook and Libel Manual, edited by Norm Goldstein (Howell 72, 90, 105). There are many more documentation styles used in various professions.

There is also a variety of styles used in schools and colleges. Because academic disciplines differ in the kinds of research and the types of sources used, professional associations have developed documentation styles appropriate for their fields. The Modern Language Association developed the MLA Style and the American Psychological Association the APA Style. The Council of Biology Editors developed the CBE Style and recommends it for all scientific disciplines.

Your instructor may require you to use one particular style or may allow you to use any one you like. Whatever style of documentation you use, make sure you fully understand its format, then be consistent in its application.

III. RESOURCES FOR RESEARCH

LIBRARY

Books
Articles in newspapers and magazines
Articles in scholarly and professional journals
Reference works
Government documents
Autobiographical materials
Audiovisual materials
Pamphlets

INTERNET

(Be aware that these sources often change in content and location. Sometimes they disappear completely, so be sure to copy all needed information the first time you see it.)

Web sites
E-mail
Reference works
Electronic texts of books, poems, plays, etc.
Newspaper and magazine articles
Databases

FIELD

Experiments
Observations
Interviews
Opinion surveys
Discussion groups
Printed materials from organizations (Hacker 55)

IV. EVALUATION AND SELECTION OF SOURCES

ALL SOURCES

The time we are living in has been called "the age of information." We are surrounded by sources. This would seem to make finding sources to use in a paper an easy matter, and it often does. The disadvantage is that not all sources are equal in quality, accuracy and reliability. This is especially true of materials found on the Internet. Therefore, it is your responsibility to judge the value of the sources that you are discovering.

Some aspects to consider:

- Who or what produced the source?
- Depending on the topic, is the source fairly current?
- Does the source appear in a reliable, time-tested location?

Use your common sense and look for clues of style, tone, and slant. Most publications (including web pages) will include the credentials of the author.

ELECTRONIC SOURCES

According to Rosa and Eschholz, electronic sources can be especially difficult to evaluate. There are many types of information available on the Internet. Reliable, time-tested sources such as The New York Times have their own websites, while other magazines and journals have been converted to electronic format and are available through subscription services that are commonly found in libraries. Experts in a field may also create a web page to share information. The down side to the Internet is that anyone can create a web page, so the pages are likely to be of varying reliability.

In evaluating an electronic resource, the general guidelines for evaluating all sources apply, but there are some special aspects that you can consider to help you judge the source.

- What type of web page are you viewing?
  Web page Uniform Resource Locators (URLs) that end with **.edu** are from educational institutions; **.org** means that the originator is a non-profit organization; **.com** is for commercial groups and businesses (which are more likely to be trying to sell you a product than give you unbiased information).

- Who is the author?
  What individual or group is responsible for the web site? Find out if a group officially sanctions the site. Most experts will provide their credentials to verify what they say; if credentials are missing, it is best to be wary and skeptical.

- What is the purpose?
  Clarify the author's purpose for publishing a website—is it to share information or to sell a product?

- How is the information presented?
  You should test for objectivity. Examine the text to see if advertising, opinion and facts are clearly distinguished. Look for any bias in the text.

- Is the information accurate?
  Determine if the given information is documented. Evaluate the quality of the writing to determine if the text is well-written and free of careless errors in spelling and grammar. Are there links to other sites that can be used to verify the information?

- Is the information current?
  Is the information given out-of-date? Usually, it is best to use the most recent information available. The most recent update of the web page should be shown somewhere on the page.

- Is the topic covered adequately?
  Check that the web site is fully developed and extensive. You may want to check against printed, equivalent resources (Rosa and Eschholz 36).

CHECKLIST FOR EVALUATING SOURCES

The following list of questions can be used to help evaluate the quality of printed and electronic resources. If the answers to the questions are not clear to you, then you probably should not rely on the source that you have in hand. In all research, using a balance of printed and electronic resources will help you as you evaluate the sources.

1) Source: Who published the material?
   (a) Is the author/publisher identifiable?
   (b) Are credentials or qualifications given for the author?
   (c) Is it from a company trying to sell something or from a professional association or organization reporting on research?

2) Content: Is the material accurate and current?
   (a) Have you found any other supporting information that indicates that the source is accurate?
   (b) Is a date given for when the material was written?
   (c) Can you verify the information presented?

3) Objectivity: Is the material free from bias?
   (a) Can you determine whether the author is favoring a particular view?
   (b) Is the information presented as fact or opinion?
   (c) Is the material presented in a well-reasoned and organized fashion?

4) Scope: Is the coverage appropriate for the topic?
   (a) Is the source updating other information?
   (b) Is the level of the material appropriate, or is it too technical to understand?
   (c) Is the topic covered in depth?

V. GIVING CREDIT TO AVOID PLAGIARISM

DEFINITION OF PLAGIARISM

Learning means finding out what you and other people have discovered about the world. Your first and primary sources are, of course, your own experiences and imagination, although even those, it can be argued, are influenced by the perceptions of those who came before you. When you consciously use those sources created by others, then you need to give credit to those sources. Doing so is not only fair, it is also moral, ethical, legal, and an academic requirement.

Not to give credit, wholly or partially, is to commit plagiarism, which basically means stealing (or literally, "kidnapping") from others. The people who have done the work deserve the credit for it. People who get caught trying to pass off others' work as their own can fail assignments, fail courses, ruin their reputations, and even be taken to court. The legal system "copyrights" the efforts of writers, musicians, and artists, and there have been many cases where the plagiarist paid in hard cash as well as reputation.

What you need to learn is how and when to give credit to sources. While the methods may seem complicated at first, keep in mind that they are, in most cases, fairly traditional, have been learned and used by millions before you, can be found in various sources (print and electronic) and are understood by many people on campus (such as your professor and the librarians) who will be glad to help you. You can also seek assistance in the Writing Center.

Your work can be labeled plagiarized if one of the following occurs:

1) A passage is copied word-for-word (or, in music, note-for-note, or, in art, line-by line) from someone else's work, whether the source is printed, recorded, visual, or electronic, and that source is not given credit in the required ways.
2) A passage paraphrases a source (rewords or restates the content and ideas without using the author's words) without giving credit to the source in the required ways.
3) The work is based on sources but does not give credit to any of them.
4) The work closely follows the organization of ideas or concepts in someone else's work without giving credit to that source.
5) The work has been composed, wholly or in part, by someone other than the person who submits it. This includes collaborative efforts: if a project was generated by several people, all of them must be given credit.
6) The work is "patched together" from one or more electronic sources, none of which are credited. These sources may be downloaded or printed out, or purchased wholly from a "research paper retailer."

WAYS TO GIVE CREDIT

Giving credit to a source is called **documentation** and requires the following.

- **Quotation Marks:** When using words (three or more consecutively) copied from the source, put them in quotation marks, which means, "this is exactly what someone else said." Be sure to copy accurately and do whatever is needed to make the quotation grammatically correct.

- **Citation:** The exact place the material comes from is stated or "cited" for the reader, in shortened form, in parentheses right after the material, like this: (Katz 18). Most contemporary forms of documentation use parenthetical citations in the text, but a few specialty forms will require notes at the bottom of the page or at the end of the paper. Ask your professor or publisher what form is required.

- **In-text Reference:** The author's name or title is mentioned in the text, either because you're using only one source or because you want the reader to know where a paraphrase begins.

- **Bibliography/Source List/Reference List:** A list of sources is placed at the end of the paper. "Bibliography" is the older term, meaning a list of books; most writers now prefer "Sources" or "References," or some phrase using one of those words, to include both print and non-print materials.

VI. DOCUMENTING A PAPER: WHEN AND HOW

PARENTHETICAL OR IN-TEXT CITATIONS

Research papers use parenthetical citations in the text of the paper to document sources for every borrowed piece of information. To document or cite the source of ideas used in your paper (a quotation, paraphrase, fact, statistic, graph, picture, etc.), simply enclose in parentheses the author's last name or the shortened title of your source when no author is given and the page number, and place it after the end of the borrowed material. It will look like this: (Bauman 313). The reader will turn to your list of sources (bibliography) to find out more about the source you are using. If you have used the author's name to introduce the quotation or paraphrase as in "Professor Bauman states . . . ," include only the page number in parentheses, like this: (313).

The format of the parenthetical citation will vary depending on the style of documentation you are using in your paper. The documentation style explained above, (Bauman 313), is the MLA style, used in this New Guide. Another one, the APA style, will have a comma, a year and a "p." before the page number in addition to the author's name and page number, like this: (Bauman, 1998, p. 313). The CBE and many others have their own ways of citing. Refer to the examples in this guide for the documentation style that your professor specifies.

For electronic sources, use the established citation formats of the MLA, APA or other documentation styles. For source list entries, give the complete information about each source: the author's name, title, date and address of the website. Remember that you are including both in-text citation and source entry at the end of the paper to credit your source and to provide interested readers the information they will need to find the source themselves. **With electronic sources especially, it is better to give too much information than not enough.**

LIST OF SOURCES (BIBLIOGRAPHY)

The last page of a research paper lists sources used for the paper. Traditionally, this has been called a "bibliography," and it still is by many people.

However, because the word "bibliography" literally means a description of books (from the Latin), and many of the sources available these days are electronic, non-book sources, style manuals recommend not using "bibliography" except when you are putting together a list of inclusive sources on a topic (i.e., all the sources you can find or all that you recommend on a topic).

For heading a last page list of sources used just for your paper, the modern terms include *Works Cited* or *Works Referred To* (preferred for humanities papers), or *References* or *References List* (preferred for social science and science papers).

You may also see and use other appropriate headings, like *Works Consulted* or *References Consulted* (all the sources you looked at to compile the paper), *Annotated List of Works* (when you provide a note about the content of each work in your list). For long and complex papers (senior or graduate level), the sources may be divided into categories: for example, *Books, Magazine and Journal Articles, Internet, Surveys, Interviews.* And, human creativity being what it is, you will see probably even more than these.

CHECKLIST FOR DOCUMENTING A PAPER

When Using **COMMON KNOWLEDGE**:
Facts and information in common use and available in several sources are called "common knowledge." As long as the common knowledge is paraphrased, a source need not be cited, but all sources in which the material was found must be listed in the reference list. If there is a chance that readers might mistake the statements that you paraphrase as your own, credit the source within the paper.

1. Paraphrase the information.

2. Include the complete information for all sources in your list at the end.

When **QUOTING** (copying word-for-word, whether two words or a passage):

1. Use quotation marks around the exact words copied from the original source (take notes carefully to be sure you have copied accurately). If the quotation is longer than 40 words or four lines margin to margin, quotation marks are not used. Look at the sample papers (pp. 33-35 and pp. 52-54) for how to block or display the quotation.

2. Cite the source parenthetically in the text of the paper.

3. Include the source in your list at the end.

When **PARAPHRASING**:

Paraphrasing means expressing someone else's ideas in your own words. For a successful paraphrase, be sure you understand the original passage and do more than just substitute synonyms, change tenses, or shift words around.

1. Indicate where your paraphrase begins. Use the source name or title or a phrase like: One authority believes that....

2. Cite the source parenthetically in the text of the paper.

3. Include the source in your list at the end.

COMPARISON OF A QUOTATION AND A PARAPHRASE

Example of a Quotation (using APA style):

Initially the Internet was created as a means for research scientists to communicate and share information. This use has expanded so that today people in many professions use the Internet. Professor Becker of the University of California at Irvine conducted a survey, "Among other things, Becker found that 68 percent of teachers surveyed said they use the Internet at least occasionally to get information for use in their lessons and 39 percent use e-mail to communicate with teachers in other schools" (Mendels, 1999).

Analysis of quotation example:

1) The first and second sentences are common knowledge.
2) Quotation marks are placed before and after the words copied exactly from the source.
3) Credit for the source is placed in parentheses after the quotation. This example uses APA documentation style.

Example of a Paraphrase (Using APA Style):

Initially the Internet was created as a means for research scientists to communicate and share information. This use has expanded so that today people in many professions use the Internet. One source reports that over 60% of teachers use the Internet for instructional purposes and nearly 40% use e-mail to communicate with colleagues around the world (Mendels, 1999).

Analysis of Paraphrase Example:

1) The first and second sentences are common knowledge.
2) The paraphrase is introduced by a few words (e.g. "One source reports") so the reader knows where it begins.
3) There are no quotation marks used around the paraphrased statement.
4) Credit for the source is placed in parentheses after the paraphrase. This example uses APA documentation style.

Reference

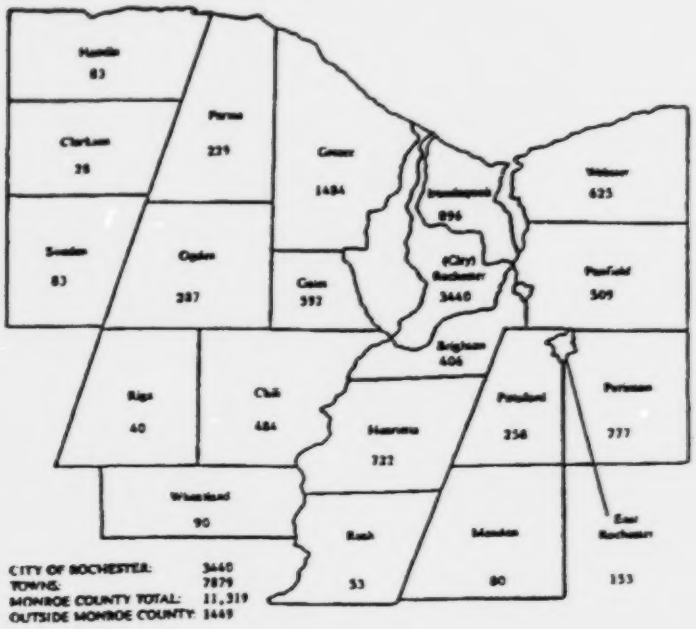
Mendels, P. (1999, May 26). Non-traditional teachers more likely to use the net. The New York Times. Retrieved June 9, 1999 from the World Wide Web: http://www.nytimes.com

When **USING VISUALS** (figures, graphs, charts, illustrations, music scoring, etc.):

1. Cite the source in the text of the paper (usually right below the visual).
2. Include the source in your list at the end.

Example of an illustration, using MLA style:

FALL 1988
ENROLLMENT BY TOWN OF RESIDENCE
CREDIT STUDENTS



(Fact Book 18)

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VII. EVALUATION CHECKLIST FOR FINAL COPY

Editing the Finished Paper

Have you done what the assignment requires?
Have you given enough evidence to support your ideas or conclusions?
Have you proofread your paper and corrected any errors?

Quotations and Paraphrases

Have you copied exactly, so quotations are as they appear in the source?
Are you sure you have not plagiarized?
Have you placed quotation marks around each quotation?
Are the transitions into and away from quotations smooth?
Have you placed parenthetical citations in the text of your paper for all quotations and paraphrases?
Have you used correct form for each parenthetical citation?
Have you checked to make sure names and page numbers are correct?
Have you given credit to sources that you paraphrased?

Works Cited or References (Source List at the end)

Is the name of the first author in each listing reversed, last name first?
Are the entries alphabetized by the authors' names or by the titles of the unsigned sources?
Are the facts of publication (place, publisher, date) complete?
Have you used the proper spacing, underlining and punctuation?

Title Page

Do you have the title, your name, date, and course number or other information required by your professor?

PART B

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VIII. AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE

INTRODUCTION

The Publication Manual of the American Psychological Association (APA) has evolved from a set of rules and standards intended exclusively for the American Psychological Association initially published in 1929, to a set of commonly accepted guidelines for the field of psychology. APA style is also used in other disciplines in the social sciences. In APA style, references are cited parenthetically in the text using an author-date system, with the full citations listed alphabetically at the end of the paper in the *References*.

EXAMPLES OF PARENTHETICAL CITATIONS AND SOURCE LISTINGS

*APA states that "For papers or manuscripts, either a regular paragraph indent or a hanging indent is appropriate for references, as long as the format is consistent throughout" (Electronic Reference).

Book by a Single Author

In-text example:
(Sagan, 1996, p. 45)
*Use page numbers only when quoting from a source.

Reference list example:
Sagan, C. (1996). The demon-haunted world: Science as a candle in the dark. New York: Random House.

Book by Two Authors

In-text example:
As Bolton & Bolton (1996) state…

Reference list example:
Bolton, R., & Bolton, D. G. (1996). People styles at work: Making bad relationships good and good relationships better. New York: AMACOM.

Book by Three or More Authors

In-text example:
Masters, Johnson & Kolodny (1995) noted…

Reference list example:
Masters, W. H., Johnson, V. E., & Kolodny, R. C. (1995). Human sexuality. New York: Harper Collins College.

Edited Collection Written by Different Authors

In-text example:
(McMillan, 1990)

Reference list example:
McMillan, T. (Ed.). (1990). Breaking ice: An anthology of contemporary African-American fiction. New York: Penguin Books.

Work from a Collection

In-text example:
(Bucknall, 1978, p. 58)

Reference list example:
Bucknall, B. J. (1978). Androgynes in outer space. In D. Riley (Ed.), Critical encounters: Writers and themes in science fiction (pp. 56-69). New York: Frederick Ungar.

Book Published in a New Edition

In-text example:
(Bauman, 1998)

Reference list example:
Bauman, M. G. (1998). Ideas and details: A guide to college writing (3rd ed.). Fort Worth, TX: Harcourt Brace College.

Book Published in Several Volumes

In-text example:
(Campbell, 1991)

Reference list example:
Campbell, J. (1991). The masks of god (Vols. 1-4). New York: Arkana.

Introduction, Preface, Foreword or Afterword

In-text example:
(Koop, 1996)

Reference list example:
Koop, C. E. (1996). Foreword. In S. A. Glantz, J. Slade, L. A. Bero, P. Hanauer, & D. E. Barnes, The cigarette papers (pp. xiii-xvi). Berkeley, CA: University of California Press.

Article in an Encyclopedia

In-text example:
(Fieve, 1995, p. 206)

Reference list example:
Fieve, R. R. (1995). Manic-depressive illness. In Encyclopedia americana (Vol. 18, pp. 206-207). Danbury, CT: Grolier.

Publication of a Corporation, Foundation, or Government Agency

In-text example:
(U.S. Department of Health and Human Services, 1984)

Reference list example:
U.S. Department of Health and Human Services. Public Health Service. Office on Smoking and Health. (1984). The health consequences of smoking: Chronic obstructive lung disease, a report of the Surgeon General, 1984. Rockville, MD: Author.
*Note, when the author is the publisher, use the term "Author" after the place of publication.

Pamphlet or Brochure

In-text example:
(Xerox, 1997)

Reference list example:
Xerox. (1997). 1997 annual report [Brochure]. Stamford, CT: Author.

Article in a Scholarly Journal

In-text example:
As Wenck, Leu, and D'Amato (1996) point out…

Reference list example:
Wenck, L. S., Leu, P. W., & D'Amato, R. C. (1996). Evaluating the efficacy of a biofeedback intervention to reduce children's anxiety. Journal of Clinical Psychology, 52 (4), 469-473.

Article in a Monthly Periodical

In-text example:
(Levy, 1998)

Reference list example:
Levy, S. B. (1998, March). The challenge of antibiotic resistance. Scientific American, 278, 46-53.

Article in a Weekly Periodical (without an author)

In-text example:
("Study finds," 1998)

Reference list example:
Study finds kids spend less time watching television and playing; spend more time working and studying. (1998, November 30). Jet, 95, 38-39.

Article in a Newspaper

In-text example:
(Stolberg, 1999)

Reference list example:
Stolberg, S. G. (1999, June 25). Trade agency finds web slippery with snake oil. The New York Times, p. A16.
*Note that in the case of newspaper articles, the page number is preceded with "p." or, for multiple pages, "pp."

Letter to the Editor

In-text example:
(Craig, 1999)

Reference list example:
Craig, D. (1999, July 15). All-star lesson from Ted Williams [Letter to the Editor]. Rochester Democrat & Chronicle, p. 5A.

Editorial

In-text example:
(Smith, 1999)

Reference list example:
Smith, J.M. (1999, April 25). Telling our terrible stories to the tube [Editorial]. The New York Times, p. 17.

Review

In-text example:
As Bowe (1998) remarks…

Reference list example:
Bowe, J. (1998, June 1). Titanic [Review of the film Titanic]. New York, 31, 17.

Personal Interview

In-text example:
C. Tisa (personal communication, July 1, 1999)

Reference list example:
Tisa, C. (1999, July 1). Personal communication.
*As personal communications are not "recoverable" (cannot be located by the reader), they are not included in the reference list, but are cited in text only. If your instructor indicates that you should include personal communications in your reference list, use the form above.

Published Interview

In-text example:
(Gray, 199[illegible], p. 18)

Reference list example:
Gray, K. (1999, June 20). Trust games [Interview with J. Maple]. The New York Times Magazine, p.18.

Film

In-text example:
As Hitchcock (1960) presents…

Reference list example:
Hitchcock, A. (Producer & Director). (1960). Psycho [Film]. Hollywood, CA: Paramount Pictures.

Television or Radio Program

In-text example:
(Gladstone, 1999)

Reference list example:
Gladstone, B. (1999, July 22). The science of the sell. In National Public Radio (Producer), Morning edition: The psychology of getting and spending. New York: Public Broadcasting Service.

Audio Recording

In-text example:
(Jarboe, 1997)

Reference list example:
Jarboe, K. (Speaker). (1997). Women and schizophrenia [Cassette recording]. Tucker, GA: Promedica Research Center.

Video Recording

In-text example:
As illustrated in The power of the situation (Zimbardo, 1989)...

Reference list example:
Zimbardo, P. (Speaker). (1989). The power of the situation [Videotape]. In Brennan, W. C. (Executive Producer), Discovering psychology. Boston: WGBH.

Work of Art/Illustration

In-text example:
A note is placed at the bottom of the reprinted table or figure or in the caption, giving credit to the original author and to the copyright holder.

Note. From "Nervous system," by P. W. Nathan in Oxford companion to the mind (p. 529), by R. L. Gregory (Ed.), 1987, New York: Oxford University Press.

Reference list example:
Nathan, P. W. (1987). Nervous system. In R. L. Gregory, (Ed.), Oxford companion to the mind (p. 529). New York: Oxford University Press.

ELECTRONIC RESOURCES

Book

In-text example:
(Thoreau, 1849)

Reference list example:
Thoreau, H. D. (1849). On the duty of civil disobedience. Retrieved August 31, 1999 from Project Gutenberg database on the World Wide Web: ftp://uiarchive.cso.uiuc.edu/pub/etext/gutenberg/etext93/civil10.txt

Article in a Journal

In-text example:
(Washington, 1996)

Reference list example:

Washington, G. R. (1996). The writing crisis in urban schools: A culturally different hypothesis. Journal of Advanced Composition, 16 (3). Retrieved August 12, 1999 from the World Wide Web: http://www.cas.usf.edu/JAC/163.html

Article in a Magazine

In-text example:
(Garavito, 1999)

Reference list example:

Garavito, R. M. (1999, May). Working knowledge: Aspirin. Scientific American. Retrieved July 22, 1999 from the World Wide Web: http://www.sciam.com/1999/0599issue/0599working.html

Article in a Newspaper

In-text example:
(Mendels, 1999)

Reference list example:

Mendels, P. (1999, June 9). E-mail misuse a growing university concern. The New York Times. Retrieved June 9, 1999 from the World Wide Web: http://www.nytimes.com

Article from a Subscription Service/Commercial Information Provider

In-text example:
(Willingham, 1999)

Reference list example:

Willingham, E. (1999, June). When panic attacks. Backpacker, 27, 27. Retrieved June 29, 1999 from Gale Group database (Expanded Academic ASAP, Article A54700811) on the World Wide Web: www.searchbank.com

Web Site

In-text example:
(American Society of Anesthesiologists, 1999)

Reference list example:

American Society of Anesthesiologists. (1999). Anesthesia and you: The nervous system - your body's communication system [Brochure]. Park Ridge, IL: Author. Retrieved August 31, 1999 from the World Wide Web: http://www.asahq.org/publiceducation/anesth.and_you.html#anchor149680

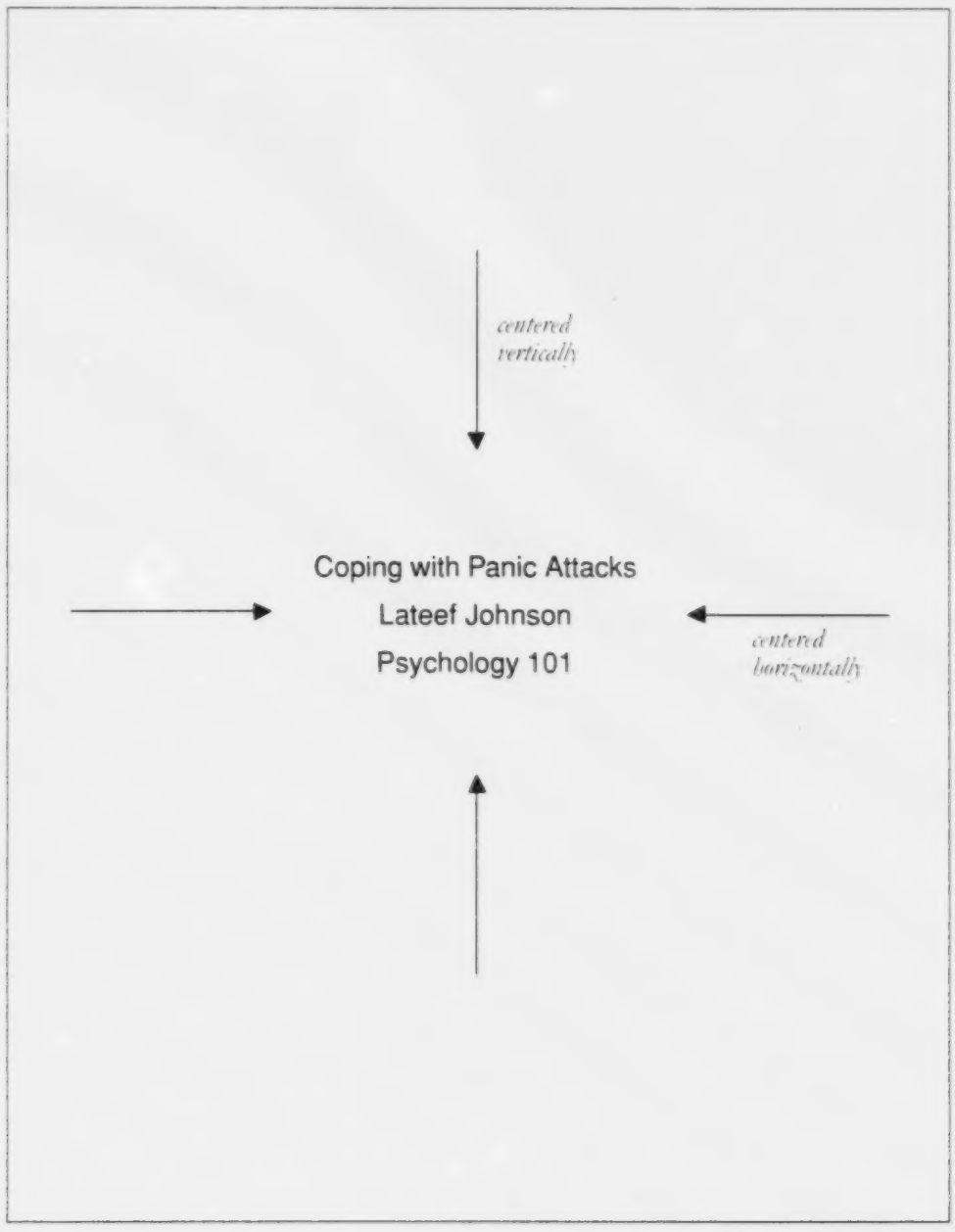
CD-ROM

In-text example:
(Parman, 1991)

Reference list example:

Parman. D. S. (1991). Chkdrv.exe. Retrieved from Bigelow's computer repair toolkit database (Bigelow's computer repair toolkit, CD-ROM, 1997).

Opening Pages of a Sample Paper Documented in APA Style



1"

indent 5 spaces

> My skin gets clammy throughout my upper body, usually starting with my arms and hands. Then I can't catch my breath, can't swallow. It's almost like the nausea before vomiting starts, a tensing up all over, a diffuse sense of dread. My mouth gets dry, my armpits get soaked. It's like turning up a lantern—you can feel it building and building, and you're afraid you're going to burst, to go up in flames (D. Lyons, personal communication, July 24, 1999).

indent 5 spaces

The first time Danielle Lyons felt like this, she thought she was having a heart attack, a diagnosis commonly concluded by sufferers from panic attacks. No one is really sure of what causes them, but the theory is that they are linked to stress and anxiety and result from a turning on of the "fight-or-flight" syndrome, something human beings inherited from our ancestors who led more active lives than we do. Adrenalin pumps into the body and readies it to either charge that wooly mammoth or run like the wind to escape from it (MacFarlane, 1996). Unhappily, if that syndrome is triggered, not while you're trying to catch dinner, but while you're looking at it on the plate, or even sitting in a classroom or walking through a mall, its effect is devastating. It's painful, it's terrifying, it's paralyzing.

1" 1"

And either the incidence of panic attacks has escalated in the last few years, or they are more often discussed than they used to be because the media are full of the topic, all the way from simple self-help books and articles to heavy-going medical journals about recent studies on causes and treatments. "An estimated 23 million people in the United States suffer from panic attacks" (Willingham, 1999).

What are these 23 million people doing about their panic attacks? Many suffer through them, convinced they will die. Others call their doctors or race to emergency rooms, believing that they are in a desperate medical condition. When the tests show nothing, some are told there is nothing wrong with them. Although this should be a relief, for many it just compounds the pain because they know something certainly is wrong but they don't know what. Patients in the past were often given tranquilizers, which may have calmed their anxiety but also made them less responsive to the world around them. Today's pharmacopia includes several forms of fluoxetine (Prozac, Paxil, and its other relatives) that have "significantly reduced" the anxiety and depression that usually accompany panic attacks, as well as the panic attacks themselves (Apgar, 1999).

But what if the victim does not choose to take drugs, or cannot take them? With or without drugs, most sufferers need to learn coping mechanisms.

The first step is to recognize a panic attack for what it is. Not knowing or not admitting what is happening will only worsen the terror and worsen the attack. That is not to say that attacks are simply "all in the mind". Indeed, they "are not a laughing matter. They are painful,

1"

distressing, and exhausting, but they won't kill you" (Bassett, 1995, p. 55). Therapist Jordan Lee (1997) calls it "riding out" the attack with positive "self-talk" (p. 37). Keep telling yourself that you will live through this, that your body will adjust its mechanism automatically, that you will be back to normal in a few minutes. "It's just anxiety. It will go away. I will not lose control. I can still go about my business feeling spaced out. It won't hurt me" (Bassett, 1955, p. 55).

Other, equally important steps focus on controlling that primitive mechanism you've inherited. Stress and anxiety are linked to panic attacks; stress is also an unavoidable part of our world. One solution, of course, might be to escape—join a nunnery or a monastery. Short of that, you need to find ways of either lessening the stress or of dealing with it more successfully.

APA uses a parenthetical citation that states whatever the first word is in the References list (usually the author's name), then the year, and then the page number (with a p. or pp.) if the material is copied directly from the source (quoted) and there is a page number in the source. If the material is paraphrased or summarized (not copied word for word) or there is no page number (as in an electronic source), the page number is omitted.

1"

References

indent 5 spaces

Apgar, B. (1999, April 1). Fluoxetine for treatment of panic disorder. American Family Physician, 59, 1923. (From Michaelson, D. et al. 1998, November, American Journal of Psychiatry, 155, 1570-1577). Retrieved June 29, 1999 from Gale Group Database (Expanded Academic ASAP, Article A54591675) on the World Wide Web: www.searchbank.com

Bassett, L. (1995). From panic to power: Proven techniques to calm your anxieties, conquer your fears, and put you in control of your life. New York: HarperCollins.

Lee, J. (1997). Coping with anxiety and panic attacks. New York: Rosen.

Lyons, D. (1999, July 24). Personal communication.

MacFarlane, M. (1996). The panic attack, anxiety & phobia solutions handbook. Encinatos, CA: United Research.

Willingham, E. (1999, June). When panic attacks. Backpacker, 27, 27. Retrieved June 29, 1999 from Gale Group database (Expanded Academic ASAP, Article A54700811) on the World Wide Web: www.searchbank.com

1"

1"

IX. COUNCIL OF BIOLOGY EDITORS (CBE) STYLE FOR SCIENCES AND MATHEMATICS

INTRODUCTION

The CBE Manual recommends two systems of documentation. One is a name-year (**N-Y**) system similar to the APA Manual. The other is a citation-sequence (**C-S**) system that uses numerical listing of sources in the sequence they are mentioned in the paper. Sample papers in both systems follow the examples. You can find complete coverage of CBE style in Scientific Style and Format: The CBE Manual for Authors, Editors and Publishers, 6th edition, 825 pages, compiled by the Style Manual Committee Council of Biology Editors.

In this guide, the citation-sequence (**C-S**) examples are shown first followed by the name-year (**N-Y**) examples. Ask your professor which CBE version he/she recommends for your paper.

CITATION-SEQUENCE (C-S) EXAMPLES OF SOURCE LISTINGS AT THE END OF THE PAPER

Book by a Single Author

Sagan C. The demon-haunted world: science as a candle in the dark. New York: Random House; 1996. 457 p.

Book by Two or More Authors

Ferrini AF, Ferrini RL. Health in the later years. 2nd ed. Dubuque (IA): Brown & Benchmark; 1993. 470 p.

Book with Editors

Gilman AG, Rall TW, Nies AS, Taylor P, editors. The pharmacological basis of therapeutics. 8th ed. New York: Pergamon; 1990. 1811 p.

Book with Author, Editor, Translator, and Note

Luzikov VN. Mitochondrial biogenesis and breakdown. Galkin AV, translator; Roodyn DB, editor. New York: Consultants Bureau; 1985. 362 p. Translation of: Regulatsiia formirovaniia Mitokhondrii.

Book Published in a New Edition

Bauman MG. Ideas and details: a guide to college writing. 3rd ed. Fort Worth (TX): Harcourt Brace College Publishers; 1998. 434 p.

Book Published in Several Volumes

Geigy Scientific Tables. 8th ed. 6 volumes. West Caldwell (NJ): CIBA-Geigy; 1991-1993.

Article in an Encyclopedia

Hinrichs T. Geothermal power. McGraw-Hill Encyclopedia of Science and Technology. 7th ed. 20 volumes. New York: McGraw-Hill; 1992; 8: 83-87.

Article in a Scholarly Journal

Holmberg S, Osterholm M, Sanger K, Cohen M. Drug-resistant salmonella from animals fed antimicrobials. New England Journal of Medicine 1987; 311: 617-622.

Article in a Monthly Periodical

Jarrell KF, Bayley DP, Correia JD, Thomas NA. Recent excitement about the archaea. BioScience 1999 July; 49 (7): 530-541.

Article in a Newspaper

Glaberson W. The courts vs. scientific certainty. The New York Times 1999 June 7; Sect 4; 5 (col 3).

Article Without an Author

[Anonymous]. Gene data may help fight colon cancer. The Los Angeles Times 1990 Aug 24; Sect A: 4.

Letter to the Editor

Dandelions free, abundant, tasty. To the Editor. Carey P. Rochester Democrat and Chronicle 1999 Aug 1; Sect A: 21.

Editorial

A health-care divide. Editorial. Rochester Democrat and Chronicle 1999 Aug 1; Sect A: 20 (col 1).

Personal Communication (Interview)

Krueger B. Research documentation style in biology classes. 1999 July 15.

Video Recording

AIDS in Africa: living with a time bomb [videocassette]. Princeton: Films for the Humanities and Sciences; 1991. 33 min, sound, color, ½ in.

See Citation-Sequence (C-S) and Name-Year (N-Y) examples of electronic sources on page 41.

A Brief Overview of Antibiotic Resistance in Bacteria

B. Krueger
Biology
July, 1999

A nasty cold takes you by surprise. There is a big exam tomorrow; you reach for the left over penicillin in the medicine cabinet. That ought to get rid of this virus. Directions say, "take one" – you take two because you are feeling terrible. Maybe tomorrow you will be better. What is wrong with this scenario? First and foremost, antibiotics have NO EFFECT on viruses. Secondly, a prescription should only be taken as directed. This scenario could set up a potentially deadly situation. When antibiotics are taken indiscriminately, the stage is set for the selection of resistant bacteria. First documented in 1960, resistant bacteria are not harmed by one or more antibiotics (1). With resistant bacteria infections, traditional treatments often fail and the patient becomes sicker, and may even die. How do bacteria become resistant? What increases the chances of bacterial resistance? And how much of a threat are resistant bacteria?

Made naturally, antibiotics are designed to interfere with or kill other microorganisms (1, 2). Microbes that make the antibiotics have devised ways to protect themselves from their self-manufactured toxins (2). This resistance can also be passed on to other bacteria, even those of different species. When a population of bacteria is exposed to an antibiotic (which occurs, for example, when we take antibiotics), those bacteria NOT resistant to the drug die first. The resistant ones are left behind to produce more resistant bacteria (1, 2). Some activities contributing to the observed increase in resistant bacteria include the following (in no particular order):

- Not taking antibiotics as prescribed (1, 2)
- The unnecessary use of antibacterial products (1)

- Doctors prescribing antibiotics when they are not needed (1, 2)
- Mixing antibiotics with livestock feed (1)

Resistant bacteria pose an ever-increasing threat. Several strains of the tuberculosis bacterium, resistant to one, two, or even three antibiotics, have been isolated. Some bacteria seem to acquire the DNA of other bacteria, and therefore antibiotic resistance genes, more readily than others (3). This has produced particularly pathogenic strains of some food borne bacteria, such as *E. coli* and *Salmonella*, which no longer respond to antibiotic treatment (4). Outbreaks of these infections have made headlines recently.

In summary, the use of antibiotics selects for resistant bacteria. These bacteria have the potential to evade treatment and possibly harm or even kill patients they infect. Strategies for reducing the current increase in antibiotic resistance include taking antibiotics as prescribed, and only when necessary, and avoiding the use of antibacterial products in the home.

References

1. Levy SB. The challenge of antibiotic resistance. Scientific American 1998; 278 (3):46-53.

2. Ambile-Cuevas CF, Cardemas-Garcia M, Ludgar M. Antibioti resistance. American Scientist 1995; 83 (4) 320-329.

3. Grady D. Quick-change pathogens gain on evolutionary edge. Science 1996; 274: 1081.

4. Holmberg S, Osterholm M, Sanger K, Cohen M. Drug-resistant salmonella from animals fed antimicrobials. New England Journal of Medicine 1987; 31: 617-622.

NAME-YEAR (N-Y) EXAMPLES OF SOURCE LISTINGS AT THE END OF THE PAPER

Book by a Single Author

Sagan C. 1996. The demon-haunted world: science as a candle in the dark. New York: Random House; 457 p.

Book by Two or More Authors

Ferrini AF, Ferrini RL. 1993. Health in the later years. 2nd ed. Dubuque (IA): Brown & Benchmark; 470 p.

Book with Editors

Gilman AG, Rall TW, Nies AS, Taylor P, editors. 1990. The pharmacological basis of therapeutics. 8th ed. New York: Pergamon; 1811 p.

Book with Author, Editor, Translator, and Note

Luzikov VN. 1985. Mitochondrial biogenesis and breakdown. Galkin AV, translator; Roodyn DB, editor. New York: Consultants Bureau; 362 p. Translation of: Regulatsiia formirovaniia Mitokhondrii.

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Book Published in Several Volumes

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Article in an Encyclopedia

Hinricks T. 1992. Geothermal power. McGraw-Hill Encyclopedia of Science and Technology. 7th ed. 20 volumes. New York: McGraw-Hill; 8: 83-87.

Article in a Scholarly Journal

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Jarrell KF, Bayley DP, Correia JD, Thomas NA. 1999 July. Recent excitement about the archaea. BioScience; 49 (7): 530-541.

Article in a Newspaper

Glaberson W. 1999 June 7. The courts vs. scientific certainty. The New York Times; Sect 4; 5 (col 3).

Article Without an Author

[Anonymous]. 1990 Aug 24. Gene data may help fight colon cancer. The Los Angeles Times; Sect A: 4.

Letter to the Editor

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Editorial

A health-care divide. Editorial. 1999 Aug 1. Rochester Democrat and Chronicle; Sect A: 20 (col 1).

Personal Communication (Interview)

Krueger B. 1999 July 15. Research documentation style in biology classes.

Video Recording

AIDS in Africa: living with a time bomb [videocassette] 1991. Princeton: Films for the Humanities and Sciences; 33 min, sound, color, ½ in.

ELECTRONIC EXAMPLES OF SOURCE LISTINGS FOR C-S AND N-Y STYLES

Book

Darwin C. On the origin of species by means of natural selection, or, The preservation of favored races in the struggle for life. ftp://sailor.gutenberg.org/pub/gutenberg/etext98/otoos10.txt.

Article in a Journal

Halbert M. The challenge of multimedia networking. Publi Access Comput Syst Rev [serial online] 1993; 4 (1): 18-23. Avail from: FTP: lib.ncsu.edu. Accessed 1995 Feb 28.

CD-ROM, Tape, or Diskette (Unchangeable Databases)

Jones E. editor. Developing client/server applications with Microsoft Access [CD-ROM]. New York: McGraw-Hill; 1997. 327 p.

Database

Carr JA. Information literacy and teacher education. ERIC Digest. Washington DC: ERIC Clearing House on Teaching and Teacher Education; 1998. (ERIC Accession NO. ED 42423).

E-mail

Callan S. scallan@monroecc.edu 1999 Aug 7. The Mayan Calendar.

Internet

Derian JD. Cyber-deterrance. Wired [Online] 2 (9). Avail from: http://www.wired.com/Etext/index.html File:Cyber-deterrance: The US army fights tomorrow's war today [1997 Oct 15].

Online Posting

Holland N. Overcoming depression. Online posting. 1997 Mar 19. Psyart. 1997 Mar 21 http://web.clas.ufl.edu/ipsa/psyart.htm.

SAMPLE PAPER DOCUMENTED IN CBE NAME-YEAR (N-Y) STYLE

A Brief Overview of Antibiotic Resistance in Bacteria

B. Krueger
Biology
July, 1999

A nasty cold takes you by surprise. There is a big exam tomorrow; you reach for the left over penicillin in the medicine cabinet. That ought to get rid of this virus. Directions say, "take one" – you take two because you are feeling terrible. Maybe tomorrow you will be better. What is wrong with this scenario? First and foremost, antibiotics have NO EFFECT on viruses. Secondly, a prescription should only be taken as directed. This scenario could set up a potentially deadly situation. When antibiotics are taken indiscriminately, the stage is set for the selection of resistant bacteria. First documented in 1960, resistant bacteria are not harmed by one or more antibiotics (Levy, 1998). With resistant bacteria infections, traditional treatments often fail and the patient becomes sicker, and may even die. How do bacteria become resistant? What increases the chances of bacterial resistance? And how much of a threat are resistant bacteria?

Made naturally, antibiotics are designed to interfere with or kill other microorganisms (Ambile-Cuevas, Cardemas-Garcia, Ludgar, 1995; Levy, 1998). Microbes that make the antibiotics have devised ways to protect themselves from their self-manufactured toxins (Ambile-Cuevas et al., 1995). This resistance can also be passed on to other bacteria, even those of different species. When a population of bacteria is exposed to an antibiotic (which occurs, for example, when we take antibiotics), those bacteria NOT resistant to the drug die first. The resistant ones are left behind to produce more resistant bacteria (Ambile-Cuevas et al., 1995; Levy, 1998). Some activities contributing to the observed increase in resistant bacteria include the following (in no particular order):

- Not taking antibiotics as prescribed (Ambile-Cuevas et al., 1995; Levy, 1998)
- The unnecessary use of antibacterial products (Levy, 1998)
- Doctors prescribing antibiotics when they are not needed (Ambile-Cuevas et al., 1995; Levy, 1998)
- Mixing antibiotics with livestock feed (Holmberg, Osterholm, Sanger, Cohen, 1987; Levy, 1998)

Resistant bacteria pose an ever-increasing threat. Several strains of the tuberculosis bacterium, resistant to one, two, or even three antibiotics, have been isolated. Some

bacteria seem to acquire the DNA of other bacteria, and therefore antibiotic resistance genes, more readily than others (Grady, 1996). This has produced particularly pathogenic strains of some food borne bacteria, such as *E. coli* and *Salmonella*, which no longer respond to antibiotic treatment (Holmberg et al. 1987). Outbreaks of these infections have made headlines recently.

In summary, the use of antibiotics selects for resistant bacteria. These bacteria have the potential to evade treatment and possibly harm or even kill patients they infect. Strategies for reducing the current increase in antibiotic resistance include taking antibiotics as prescribed, and only when necessary, and avoiding the use of antibacterial products in the home.

References

Ambile-Cuevas CF, Cardemas-Garcia M, Ludgar M. 1995. Antibiotı resistance. American Scientist; 83 (4) 320-329.

Grady D. 1996. Quick-change pathogens gain on evolutionary edge. Science; 274: 1081.

Holmberg S, Osterholm M, Sanger K, Cohen M. 1987. Drug-resistant salmonella from animals fed antimicrobials. New England Journal of Medicine; 31: 617-622.

Levy SB. 1998. The challenge of antibiotic resistance. Scientific American; 278 (3):46-53.

CBE: name-year (N-Y) uses a parenthetical citation that states whatever the first word is in the References list (usually the author's last name) then the year, and the page number (with a p. or pp.) if the material is quoted directly (taken word-for-word) from the source. If the material is paraphrased or summarized (expressed in the paper writer's own words) or there is no page number (as in electronic sources), the page number is omitted.

X. MODERN LANGUAGE ASSOCIATION (MLA) STYLE

INTRODUCTION

The Modern Language Association (MLA) is the official scholarly organization for students, teachers, professors, researchers, and others whose special study is language and the literatures of all languages (from English to Chinese and Spanish, from Arabic to Icelandic, Urdu and Xhosa). Since 1951, MLA has been publishing guidelines for style, including instructions on documenting the use of sources. While the methods have changed over the years (from notes and bibliography to parenthetical citations and works cited), what follows are models based on the 5th edition of the MLA Handbook for Writers of Research Papers (1999) and the updated MLA pages on the Internet.

EXAMPLES OF PARENTHETICAL CITATIONS AND SOURCE LISTINGS

(See the sample MLA paper for illustration of how a source list would look in an actual paper and how it would be alphabetized, indented, and spaced.)

Book by a Single Author

In-text example:
(Sagan 98)

Reference list example:
Sagan, Carl. The Demon-Haunted World: Science as a Candle in the Dark. New York: Random House, 1996.

Book by Two Authors

In-text example:
(Bolton and Bolton)

Reference list example:
Bolton, Robert, and Dorothy Grover Bolton. People Styles at Work: Making Bad Relationships Good and Good Relationships Better. New York: AMACOM, 1996.

Book by Three or More Authors

In-text example:
(Masters, Johnson, and Kolodny 223) OR (Masters 223)

Reference list example:
Masters, William H., Virginia E. Johnson, and Robert C. Kolodny. Human Sexuality. 5th ed. New York: HarperCollins, 1995.
OR *(writer's choice)*
Masters, William H., et al. Human Sexuality. 5th ed. New York: HarperCollins, 1995.

Edited Collection Written by Different Authors

In-text example:
(McMillan xxi)

Reference list example:
McMillan, Terry, ed. Breaking Ice: An Anthology of Contemporary African-American Fiction. New York: Penguin, 1990.

Work from a Collection

In-text example:
(Bucknall 60)

Reference list example:
Bucknall, Barbara J. "Androgynes in Outer Space." Critical Encounters: Writers and Themes in Science Fiction. Ed. Dick Riley. New York: Frederick Ungar, 1978. 56-69.

Book Published in a New Edition

In-text example:
(Bauman 269)

Reference list example:
Bauman, M. Garrett. Ideas and Details: A Guide to College Writing. 3rd ed. New York: Harcourt Brace College, 1998.

Book Published in Several Volumes

In-text example:
(Campbell, v.1: 203)

Reference list example:
Campbell, Joseph. The Masks of God. 4 vols. New York: Arkana, 1991.

Introduction, Preface, Foreword or Afterword

In-text example:
(Koop xii)

Reference list example:
Koop, C. Everett. Forward. The Cigarette Papers. By Stanton C. Glantz et al. Berkeley: U of California P, 1996.

Entry in a General Encyclopedia

In-text example:
(Bienvenu)

Reference list example:
Bienvenu, Richard. "Marie Antoinette." Encyclopedia Americana. 1955 ed.

Entry in a Specialized Reference Book

In-text example
("Hieroglyph")

Reference list example:
"Hieroglyph." The Facts on File Dictionary of Archaeology. Ed. Ruth D. Whitehouse. New York: Facts on File, 1983.

Publication of a Corporation, Foundation, or Government Agency

In-text example:
(United States 235)

Reference list example:
United States. Commission on the Bicentenary of the U.S. House of Representatives. Office of the Historian, U.S. House. Women in Congress, 1917-1990. Washington: GPO, 1991.

Pamphlet or Brochure

In-text example:
(Xerox 15)

Reference list example:
Xerox. 1997 Annual Report. Stamford, CT: Author, 1997.
*Note that where the author is the publisher, MLA stipulates that "Author" goes into the space for publisher.

In-text example:
(International Museum)

Reference list example:
International Museum of Photography at George Eastman House, Rochester, NY. Welcome. Brochure. Summer, 1997.

Article in a Scholarly Journal

In-text example:
(Muir 477)

Reference list example:
Muir, Clive. "Workplace Readiness for Communicating Diversity." The Journal of Business Communication 33.4 (Oct. 1996): 475-484.

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In-text example:
(Wolfe 68)

Reference list example:
Wolfe, Gary K. "Locus Looks at Books." Locus Sept. 1997: 17-19+.

Article in a Weekly Periodical

In-text example:
(Mitchell and Winters 84B)

Reference list example:
Mitchell, Emily, and Rebecca Winters. "They Came, They Stayed." Time 8 Mar. 1999: 28-35.

Article in a Newspaper

In-text example:
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Reference list example:
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In-text example:
("Briefly" 109)

Reference list example:
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In-text example:
("Cracks" A22)

Reference list example:
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Review

In-text example:
(Levy 22)

Reference list example:
Levy, Michael M. Rev. of Spinners by Anthony McCarten. The New York Review of Science Fiction 11 (July 1999): 22.

Personal or Published Letter

In-text example:
(Wilde 716)

Reference list example:
Wilde, Oscar. "To Lord Alfred Douglas." 29 April 1895. The Portable Oscar Wilde. Rev. ed. Ed. Richard Aldington and Stanley Weintraub. New York: Penguin, 1981. 716-718.

Personal Interview

In-text example:
(Marchese)

Reference list example:
Marchese, Joe. Professor of Business, Monroe Community College. Personal interview. 15 March 1998.

Broadcast or Published Interview

In-text example:
(Lamott 181)

Reference list example:
Lamott, Anne. Interview. A Voice of One's Own: Conversations with America's Writing Women. By Mickey Pearlman and Katherine Usher Henderson. Boston: Houghton Mifflin, 1990. 178-187.

Lecture

In-text example:
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Reference list example:
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In-text example:
(Atwood)

Reference List Example:
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Live Performance

In-text example:
(Tomfoolery)

Reference list example:
Tomfoolery: The Words, Music and Lyrics of Tom Lehrer. Adapt. Cameron Mackintosh and Robin Ray. Dir. William Roudebush. Perf. Stephen Kane, John-Charles Kelly, Mark McGrath, and Laura Turnbull. GeVa Theater, Rochester, NY. 5 Feb. 1989.

Film

In-text example:
(Shakespeare in Love)

Reference list example:
Shakespeare in Love. Dir. John Madden. Screenplay by Marc Norman and Tom Stoppard. Perf. Joseph Fiennes, Gwyneth Paltrow, Geoffrey Rush, Ben Affleck, and Judi Dench. Miramax, 1999.

Television or Radio Program

In-text example:
(Far from the Madding Crowd)

Reference list example:
Far from the Madding Crowd. By Thomas Hardy. Adapt. Philomena McDonagh. Perf. Paloma Baeza, Nigel Terry, Nathaniel Parker, and Jonathan Firth. Two episodes. Masterpiece Theater. Introd. Russell Baker. PBS. Granada Television and WGBH, Boston. 25 July-1 August 1999.

A Television Series

In-text example:
("Belly of the Beast")

Reference List example:
"Belly of the Beast." 48 Hours. Host Dan Rather. Narr. Peter Van Sant. CBS. 10 Aug. 1999.

Audio Recording

In-text example:
(Shenandoah)

Reference list example:
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In-text example:
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Reference list example:
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Reference list example:
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Bible

In-text example:
(The Holy Bible. Gen. 13, 7-8)

Reference list example:
The Holy Bible . King James Version. Dictionary Concordance. Clover, CS: Riverhills Plantation, 1979.

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Book

In-text example:
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Reference list example:
Douglass, Frederick. Narrative of the Life of Frederick Douglass, An American Slave. Boston, 1845. 1 Aug. 1999 <http://www.toptags.com/aama/books/book10.htm>.

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In-text example:
(Washington 427)

Reference list example:
Washington, Gerald R. "The Writing Crisis in Urban Schools: A Culturally Different Hypothesis." Journal of Advanced Composition 16.3 (1996). 12 Aug. 1999 <http://www.cas.usf.edu/JAC/163.html>.

Article in a Magazine

In-text example:
(Halaby)

Reference list example:
Halaby, Jamal. "King Everyman." Assoc. Press 3 Aug. 1999. Salon 3 Aug. 1999 <http://www.salon.com/people/wire1999/08/03/abdullah/index.htm>.

Article in a Newspaper

In-text example:
(Mendels)

Reference list example:
Mendels, Pamela. "E-Mail Misuse a Growing University Concern." New York Times on the Web 9 June 1999. 10 June 99 <http://www.nytimes.com/library/tech/99/06/cyber/education/09education.html>.

Article from a Subscription Service

In-text example:
(Willingham)

Reference list example:
Willingham, Emily. "When Panic Attacks." Backpacker 27 (June 1999): 27+. 29 June 1999 from Gale Group database (Expanded Academic ASAP, Article A54700811) LeRoy V. Good Library, Monroe Community College, Rochester, NY <www.searchbank.com>.

Email or Online Posting

In-text example:
(Cullen)

Reference list example:
Cullen, John. "Re: Professional, non-canine stuff: documentation." E-mail to Frank Lanzafame. 18 June 1999.

Web Site

In-text example:
(Monfredo)

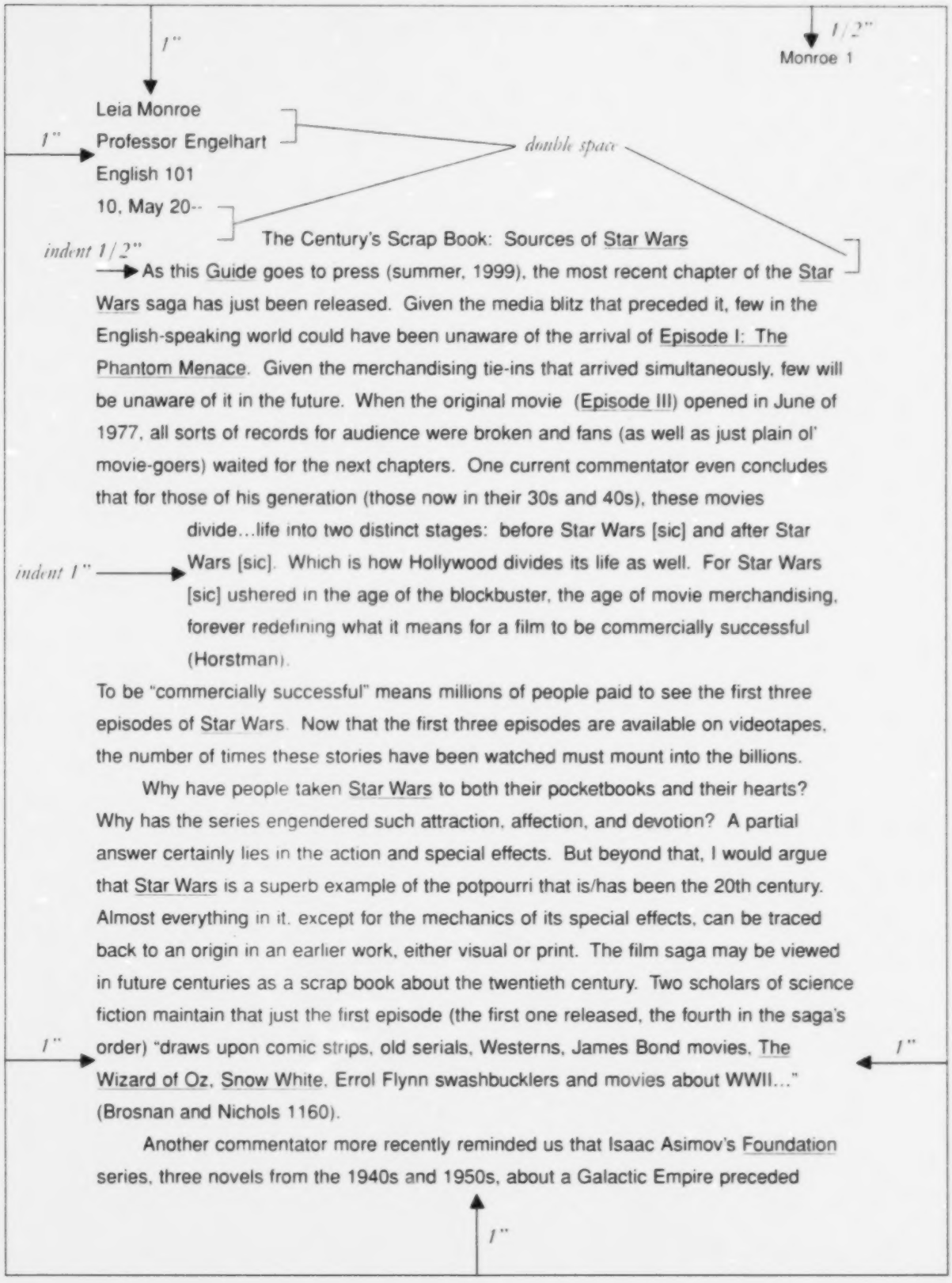
Reference list example:
Monfredo, Miriam Grace. Home page. 1 Aug. 1999 <http://www.Miriamgracemonfredo.com/>.

CD-ROM

In-text example:
(Axelrod and Cooper)

Reference list example:
Axelrod, Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. 5th ed. CD-ROM. New York: St. Martin's, 1997.

Opening Pages of a Sample Paper Documented in MLA Style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The Century's Scrap Book: Sources of Star Wars
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As this Guide goes to press (summer, 1999), the most recent chapter of the Star Wars saga has just been released. Given the media blitz that preceded it, few in the English-speaking world could have been unaware of the arrival of Episode I: The Phantom Menace. Given the merchandising tie-ins that arrived simultaneously, few will be unaware of it in the future. When the original movie (Episode III) opened in June of 1977, all sorts of records for audience were broken and fans (as well as just plain ol' movie-goers) waited for the next chapters. One current commentator even concludes that for those of his generation (those now in their 30s and 40s), these movies
divide...life into two distinct stages: before Star Wars [sic] and after Star Wars [sic]. Which is how Hollywood divides its life as well. For Star Wars [sic] ushered in the age of the blockbuster, the age of movie merchandising, forever redefining what it means for a film to be commercially successful (Horstman).
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To be "commercially successful" means millions of people paid to see the first three episodes of Star Wars. Now that the first three episodes are available on videotapes, the number of times these stories have been watched must mount into the billions.
Why have people taken Star Wars to both their pocketbooks and their hearts? Why has the series engendered such attraction, affection, and devotion? A partial answer certainly lies in the action and special effects. But beyond that, I would argue that Star Wars is a superb example of the potpourri that is/has been the 20th century. Almost everything in it, except for the mechanics of its special effects, can be traced back to an origin in an earlier work, either visual or print. The film saga may be viewed in future centuries as a scrap book about the twentieth century. Two scholars of science fiction maintain that just the first episode (the first one released, the fourth in the saga's order) "draws upon comic strips, old serials, Westerns, James Bond movies, The Wizard of Oz, Snow White, Errol Flynn swashbucklers and movies about WWII..." (Brosnan and Nichols 1160).
1"
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Another commentator more recently reminded us that Isaac Asimov's Foundation series, three novels from the 1940s and 1950s, about a Galactic Empire preceded
1"

George Lucas's vision by several decades—and probably helped form his vision (Morton 84).

A first viewing of the latest episode, Star Wars Episode I: The Phantom Menace, reminds the science fiction movie buff of some of its film sources. The Jedi knights' first sight of the vast underwater city brings to mind a similar scene from James Cameron's The Abyss (1989). Qui-Gon's light saber burns down a door just as Dr Morbius's id does in Fred Wilcox's Forbidden Planet (1956). And, of course, our view of the gigantic capital Coruscan is a powerful reminder of the scenes from Fritz Lang's Metropolis (1926), only one of the first in artistic conceptions of future cities.

In addition and more importantly, even the basic story plan of Star Wars seems familiar, as well it should. The most important mythological scholar of the 20th century was a close friend of George Lucas. Joseph Campbell first and possibly forever defined mythology for us—those basic stories that, although they embody "the spirits and concerns" of their times, also are "timeless" (Henderson 4) because they deal with concerns relevant to all of us.

According to one source, George Lucas's first contact with Campbell's work came as part of a class assignment when he was attending Modesto Junior College in the early 1960s. The book was Campbell's The Hero with a Thousand Faces, which started Lucas's fascination with myths (Henderson 7). Later, Lucas and Campbell met and became friends, illustrated by the video taping of one of Campbell's most popular and accessible works, The Power of Myth, a series of interviews with Campbell conducted by Bill Moyers, at Lucas's Skywalker Ranch in the mid-1980s (Henderson 12).

MLA uses a parenthetical citation that always begins with whatever the first word is in the Works list for that source (usually the author's name) and then gives a page number (with no comma between the author and number and no abbreviation for page). Only if the source has no page numbers is that element omitted.

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Brosnan, John and Peter Nichols. "Star Wars." The Encyclopedia of Science Fiction. Eds. John Clute and Peter Nichols. New York: St. Martin's, 1993.

Henderson, Mary. Star Wars: The Magic of Myth. New York: Bantam Spectra, 1997.

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Morton, Oliver. "In Pursuit of Infinity." New Yorker 17 May 1999: 84-89.

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Lehrer, Eli. "Lucas Weaves New Mythology." Rev. of Star Wars Episode 1: The Phantom Menace. Insight on the News 15.21 (7 June 1999): 46. 29 June 1999 from Gale Group Database (Expanded Academic ASAP. Article A54852038) <http://www.searchbank.com>.

Lucas, George. "Of Myth and Men." Interview with Bill Moyers. Time 26 April 1999: 90-94.

Young, Jonathan. "Episode One—The Phantom Menace: Star Wars as Personal Mythology." 27 July 1999 <http://www.rain.org/~young/starwars.htm>.

XI. APPENDIX

ABSTRACT

An abstract (also called a precis, summary, or synopsis) is a summary of a journal article or a report (business or technical). It condenses the main points of the original and must make sense independently of the work being summarized (i.e., the reader unfamiliar with the whole work should be able to understand the abstract of it).

An abstract is usually written by the author of the original document (i.e., the writer of a journal article or report writes his/her own abstract of it). But you may be asked to do an abstract of someone else's document by a professor as a course assignment. Be sure to find out which kind of abstract—descriptive or informative—the professor is assigning.

Descriptive Abstract

- Is very brief, only a few sentences.
- Gives only a general overview, a list of topics contained in the original.
- Excludes conclusions, recommendations, data.

Informative Abstract (Used most often)

- Is longer and more complete and detailed than the descriptive abstract.
- Gives the major points made in the original.
- Includes conclusions, results, significant data.
- Could, in a pinch, be read instead of the original as it provides the most important information.

To write an abstract:

- Be sure you understand the original document (read it carefully; look up words you don't know).
- Start with a topic sentence, and organize the ideas into a miniature essay.
- Avoid technical terms the reader might not understand.
- Use quotation marks for words and phrases copied from the original.
- Condense the information, but maintain the flow of ideas in the order of the original.
- Stick to the content of the original; do not intrude your own opinion.

Examples (both abstract this article):
Krotz, Joanna L. "Getting Even." Working Woman. August 1999: 42-50.

A Descriptive Abstract

The article discusses the current wage gap between men and women. It covers the legal and regulatory situation, the role women play in salary negotiations, and the conventional attitudes that prevent women from achieving higher positions and salaries. It ends with speculation from various experts on when the gap will be closed.

An Informative Abstract

Krotz examines the salary gap between men and women. Despite the 1963 Equal Pay Act which outlawed "wage discrimination based on sex," the gap has narrowed by only 15 cents since then. Women

made 59 cents to every man's dollar in 1963; now they earn about 74 cents to every dollar. This discrepancy remains even though women make up nearly 50% of "all managers and professionals and own nearly 40% of all U.S. businesses." It remains even though corporate giants like Texaco, Kodak, and Home Depot have capitulated to lawsuits and grievances. Part of the wage gap exists because of the complexities of proving discrimination, which is very difficult.

But women also seldom research and negotiate salary: they are far too inclined to take what is offered. In addition, employers too often still regard women as mothers who will miss work for childcare and as people who "choose" to work rather than "have" to work (as, presumably, men do, to support families). Moreover, the men's network of "country clubs and golf courses" where important business deals are negotiated still exists and there women are still unwelcome.

How soon will the wage gap end? Some experts say maybe never, but a more optimistic outlook says that, if the gap has closed by 15 cents in 35 years, it may close the rest of the way by 2050.

ANNOTATED BIBLIOGRAPHY

An annotated bibliography is a list of sources (books, magazine articles, etc.) accompanied by a brief summary of the contents of each source. The bibliography is arranged in alphabetical order by the author, or, if no author, the title of the source. Placed below each bibliographic entry, the annotation does the following:

- Explains the purpose of the work
- Briefly describes its contents
- May indicate the possible audience for the work
- May note any special features

EXAMPLE OF ANNOTATION:

Zohar, Danah. The Quantum Self: Human Nature and Consciousness Defined by the New Physics.

New York: Quill/William Morrow, 1990.

This book takes the reader through the fascinating workings of the subatomic realm to create a new model of human consciousness. It presents a hypothesis for the possibility that our consciousness continues beyond death. Zohar shows how the material world impinges on our sense of self. She proposes that the subatomic realm may be our source of creativity and connections with others. The book shows how the vitality of the new physics combats the alienation and fragmentation of contemporary life and replaces it with a model of reality in which the universe itself may possess consciousness, of which human consciousness is one expression. It is clearly written and accessible to general audiences and is useful for research in quantum physics, philosophy, psychology, anthropology and spirituality.

XII. WORKS CITED AND WORKS CONSULTED

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Donnelly, Kimberly M. What Procedures Should I Use to Evaluate an Information Source? Five Traditional Evaluation Criteria. 1997. York College of Pennsylvania. 17 June 1999 <http://goose.ycp.edu/~kmdonnel/evaluating.html>.

Grassian, Esther, and Diane Zwemer. UCLA College Library Instruction Hoax? Scholarly Research? Personal Opinion? You Decide! 6 June 1999. UCLA College Library. 17 June 1999. <http://www.library.ucla.edu/libraries/college/instruct/hoax/evlinfo.htm>.

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Keck, Andrew. Scientific Citation for Electronic Sources. 4 January 1999. Morningside College Library. 2 August 1999 <http://library.morningside.edu/scistyle.htm>.

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Modern Language Association of America. MLA Style. 7 July 1998. Modern Language Association of America. 29 June 1999 <http://www.mla.org/main_stl.htm#sources>.

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